

About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

School Results

School: Lyman Moore Middle School

District: Portland Public Schools

Code: 1134-1355



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Grade Level Summary Report

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	171			525			13,949			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	161	163		501	505		13,579	13,583		94	95		95	96		97	97	
With an approved accommodation	46	45		142	143		2,253	2,303		29	28		28	28		17	17	
Current LEP Students	28	30		130	134		374	387		17	18		26	27		3	3	
With an approved accommodation	26	29		85	90		173	189		93	97		65	67		46	49	
IEP Students	20	20		80	80		2,203	2,198		12	12		16	16		16	16	
With an approved accommodation	15	14		63	62		1,744	1,779		75	70		79	78		79	81	
Students not tested in NECAP	10	8		24	20		370	366		6	5		5	4		3	3	
State Approved	7	6		17	14		278	277		70	75		71	70		75	76	
Alternate Assessment	6	6		14	14		242	241		86	100		82	100		87	87	
First Year LEP	1	0		3	0		4	0		14	0		18	0		1	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		32	36		0	0		0	0		12	13	
Other	3	2		7	6		92	89		30	25		29	30		25	24	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	171	7	3	161	47	29	79	49	23	14	12	7	752	501	24	46	17	13	748	13,579	14	55	21	10	746
MATH	171	6	2	163	31	19	59	36	41	25	32	20	742	505	20	31	21	29	740	13,583	20	39	21	20	742
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Reading Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

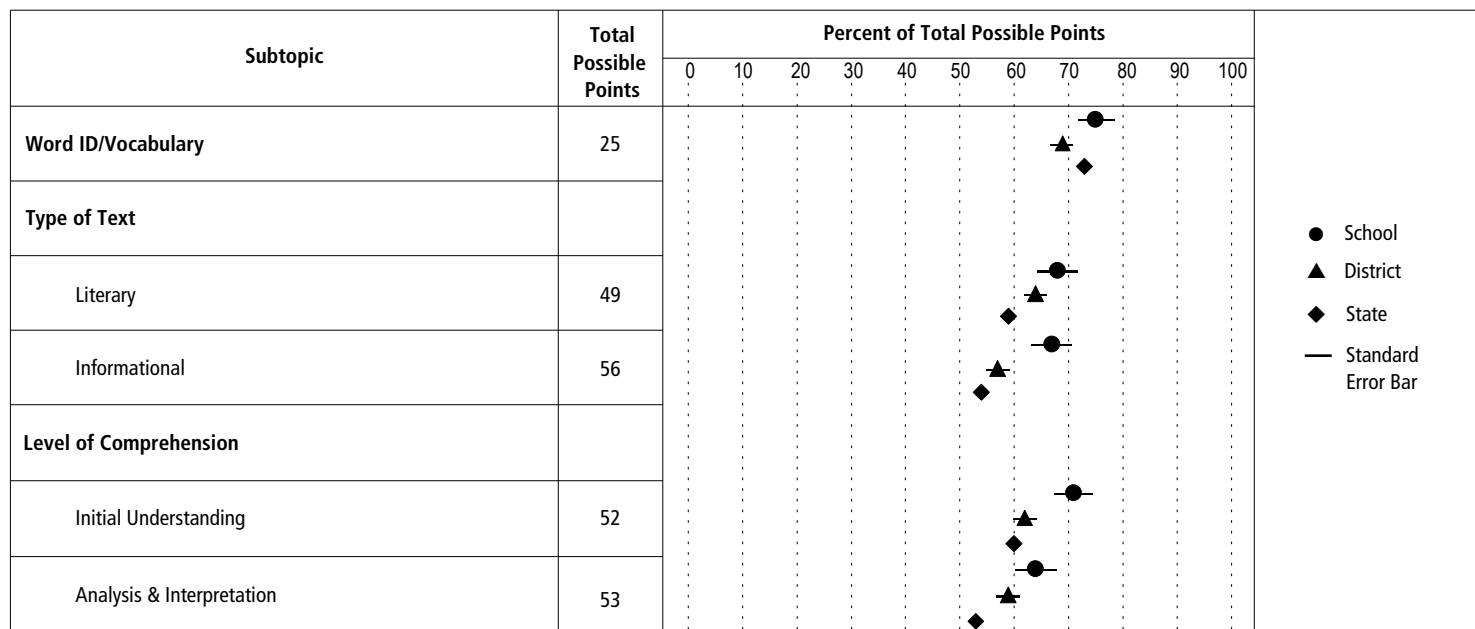
(Scaled Score 729–739)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	182	8	1	173	26	15	90	52	38	22	19	11	745
2011-12	151	3	0	148	22	15	84	57	26	18	16	11	747
2012-13	171	7	3	161	47	29	79	49	23	14	12	7	752
Cumulative Total	504	18	4	482	95	20	253	52	87	18	47	10	748
District													
2010-11	516	34	4	478	80	17	240	50	97	20	61	13	746
2011-12	486	17	2	467	103	22	240	51	77	16	47	10	749
2012-13	525	17	7	501	120	24	231	46	84	17	66	13	748
Cumulative Total	1,527	68	13	1,446	303	21	711	49	258	18	174	12	748
State													
2010-11	14,420	297	110	14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12	14,129	244	96	13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
2012-13	13,949	278	92	13,579	1,968	14	7,413	55	2,877	21	1,321	10	746
Cumulative Total	42,498	819	298	41,381	5,258	13	23,038	56	9,129	22	3,956	10	746





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Disaggregated Reading Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	171	7	3	161	47	29	79	49	23	14	12	7	752	501	24	46	17	13	748	13,579	14	55	21	10	746
Gender																									
Male	85	5	1	79	18	23	42	53	14	18	5	6	750	250	16	52	20	13	746	6,921	9	53	26	13	743
Female	86	2	2	82	29	35	37	45	9	11	7	9	754	251	32	41	14	14	750	6,658	21	56	17	7	749
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	10	0	0	10	1	10	7	70	2	20	0	0	752	35	23	49	23	6	750	201	11	55	23	11	745
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						108	8	54	24	14	743
Asian	5	0	0	5										34	15	47	21	18	744	201	21	58	11	10	749
Black or African American	44	5	2	37	8	22	17	46	7	19	5	14	747	115	8	39	24	29	738	391	7	39	26	28	738
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	17	72	11	0	750
White	106	2	1	103	33	32	51	50	12	12	7	7	754	300	30	49	12	8	752	12,480	15	55	21	9	746
Two or more races	6	0	0	6										17	47	29	24	0	756	180	12	52	25	12	744
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	33	2	3	28	1	4	16	57	6	21	5	18	741	130	2	36	26	36	734	374	2	34	29	36	734
Former LEP student - monitoring year 1	8	2	0	6										11	27	73	0	0	755	38	16	79	5	0	753
Former LEP student - monitoring year 2	12	2	0	10	4	40	3	30	2	20	1	10	755	13	31	46	15	8	754	44	32	59	5	5	755
All Other Students	118	1	0	117	40	34	56	48	15	13	6	5	754	347	32	49	14	5	753	13,123	15	55	21	9	746
IEP																									
Students with an IEP	27	6	1	20	1	5	2	10	10	50	7	35	734	80	3	25	36	36	734	2,203	1	22	39	38	732
All Other Students	144	1	2	141	46	33	77	55	13	9	5	4	754	421	28	50	13	9	751	11,376	17	61	18	4	749
SES																									
Economically Disadvantaged Students	104	7	3	94	16	17	47	50	19	20	12	13	746	287	10	46	24	20	742	6,641	7	50	28	15	742
All Other Students	67	0	0	67	31	46	32	48	4	6	0	0	760	214	42	46	7	4	756	6,938	21	59	15	4	750
Migrant																									
Migrant Students	0	0	0	0										0						1					
All Other Students	171	7	3	161	47	29	79	49	23	14	12	7	752	501	24	46	17	13	748	13,578	14	55	21	10	746
Title I																									
Students Receiving Title I Services	3	0	0	3										174	24	45	16	16	747	2,446	8	48	31	13	742
All Other Students	168	7	3	158	47	30	77	49	23	15	11	7	752	327	24	47	17	12	748	11,133	16	56	19	9	747
504 Plan																									
Students with a 504 Plan	7	0	0	7										13	15	69	8	8	750	451	10	54	30	7	745
All Other Students	164	7	3	154	45	29	74	48	23	15	12	8	752	488	24	45	17	13	748	13,128	15	55	21	10	746

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Mathematics Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

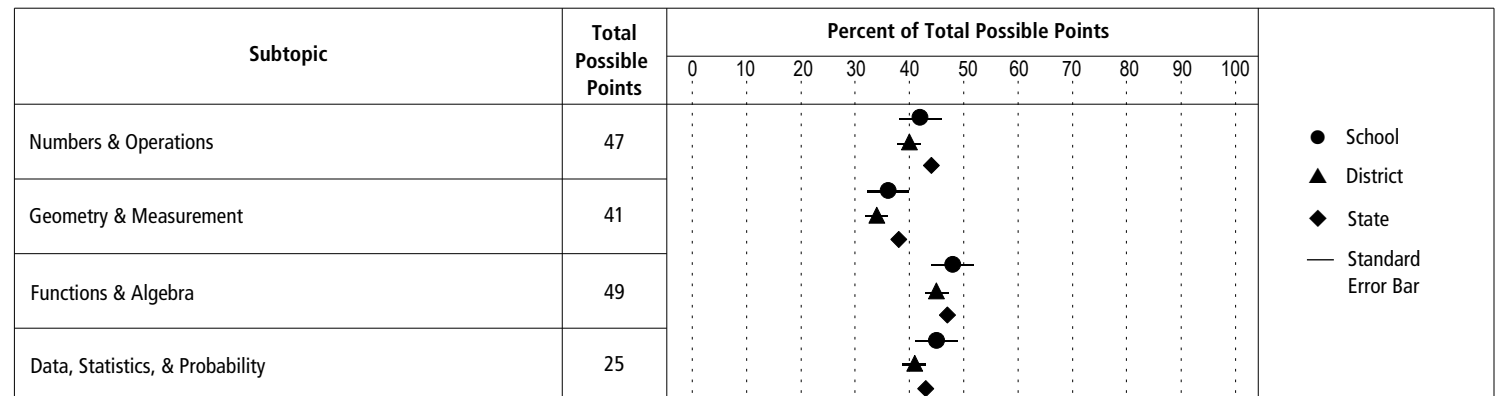
(Scaled Score 734–739)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	182	3	1	178	17	10	71	40	35	20	55	31	738
2011-12	151	3	0	148	28	19	58	39	25	17	37	25	741
2012-13	171	6	2	163	31	19	59	36	41	25	32	20	742
Cumulative Total	504	12	3	489	76	16	188	38	101	21	124	25	740
District													
2010-11	516	11	4	501	73	15	191	38	100	20	137	27	740
2011-12	486	14	3	469	92	20	181	39	87	19	109	23	742
2012-13	525	14	6	505	99	20	155	31	107	21	144	29	740
Cumulative Total	1,527	39	13	1,475	264	18	527	36	294	20	390	26	741
State													
2010-11	14,420	247	129	14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12	14,129	218	91	13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
2012-13	13,949	277	89	13,583	2,674	20	5,310	39	2,862	21	2,737	20	742
Cumulative Total	42,498	742	309	41,447	7,853	19	16,704	40	8,522	21	8,368	20	742





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Disaggregated Mathematics Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	171	6	2	163	31	19	59	36	41	25	32	20	742	505	20	31	21	29	740	13,583	20	39	21	20	742
Gender																									
Male	85	5	1	79	18	23	24	30	22	28	15	19	743	252	25	25	23	27	741	6,922	20	38	21	21	742
Female	86	1	1	84	13	15	35	42	19	23	17	20	741	253	15	36	19	30	739	6,661	19	40	21	19	742
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	10	0	0	10	1	10	3	30	4	40	2	20	739	35	11	23	37	29	737	206	11	34	26	29	738
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						108	13	35	28	24	740
Asian	5	0	0	5										34	18	26	21	35	737	202	35	34	18	13	746
Black or African American	44	4	1	39	2	5	11	28	12	31	14	36	736	119	2	20	22	56	730	398	4	25	25	46	733
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	22	56	17	6	748
White	106	2	1	103	26	25	38	37	24	23	15	15	744	300	28	35	20	18	744	12,472	20	40	21	19	742
Two or more races	6	0	0	6										17	18	59	12	12	745	179	16	44	17	23	741
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	33	1	2	30	0	0	6	20	10	33	14	47	733	134	2	14	22	61	729	387	3	21	24	52	731
Former LEP student - monitoring year 1	8	2	0	6										11	9	55	27	9	743	38	26	53	18	3	748
Former LEP student - monitoring year 2	12	2	0	10	3	30	5	50	2	20	0	0	748	13	23	54	23	0	747	44	36	45	14	5	749
All Other Students	118	1	0	117	28	24	43	37	28	24	18	15	744	347	27	35	20	18	744	13,114	20	40	21	19	742
IEP																									
Students with an IEP	27	6	1	20	1	5	3	15	3	15	13	65	730	80	4	19	20	58	731	2,198	3	14	21	62	730
All Other Students	144	0	1	143	30	21	56	39	38	27	19	13	743	425	23	33	21	23	741	11,385	23	44	21	12	744
SES																									
Economically Disadvantaged Students	104	6	2	96	11	11	30	31	28	29	27	28	738	291	9	25	24	41	735	6,647	10	35	25	30	738
All Other Students	67	0	0	67	20	30	29	43	13	19	5	7	747	214	34	38	17	11	746	6,936	29	43	17	11	746
Migrant																									
Migrant Students	0	0	0	0										0						1					
All Other Students	171	6	2	163	31	19	59	36	41	25	32	20	742	505	20	31	21	29	740	13,582	20	39	21	20	742
Title I																									
Students Receiving Title I Services	3	0	0	3										175	21	32	19	29	740	2,448	9	34	29	28	738
All Other Students	168	6	2	160	31	19	57	36	41	26	31	19	742	330	19	30	22	28	740	11,135	22	40	19	18	743
504 Plan																									
Students with a 504 Plan	7	0	0	7										13	8	38	15	38	738	451	18	41	25	16	743
All Other Students	164	6	2	156	30	19	56	36	40	26	30	19	742	492	20	30	21	28	740	13,132	20	39	21	20	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.